

## **PREFACE**

The National Health Service Corps (NHSC) Educational Program for Clinical and Community Issues in Primary Care is a series of educational materials and activities designed to interest health professional students and practicing clinicians in providing culturally competent primary care services to medically underserved communities. It was developed in response to the need to effectively prepare and encourage current and future generalist practitioners to provide medical care to disenfranchised populations. The American Medical Student Association (AMSA) Foundation, under contract with the NHSC, updated and added modules to the original set developed by AMSA for the NHSC in 1981. These modules were developed by experts in the field, with input from health professional students, educators and primary care providers from underserved practices.

Through experiential learning and problem solving, the modules help current and future providers begin to understand contemporary practice settings, social conditions and disease patterns. The modules aim to stimulate discussion of clinical, social and personal issues among those considering careers in primary care. They also provide opportunities for clinicians to earn continuing education from their respective professional organizations through self study. Specifically, they are geared toward individuals training to become:

- primary care physicians
- nurse practitioners
- certified nurse-midwives
- physician assistants
- dentists
- mental health professionals

The materials address key topics, including the sensitive nature of many primary care issues, providers' values relative to the transmission and treatment of diseases and medical conditions, and the demands on health professionals in underserved communities.

The modules work well in a variety of learning environments, including extracurricular seminars, preceptorships, training workshops, independent study and continuing education. They can be used in conjunction with NHSC and local primary care recruitment, mentoring, advocacy, recruitment and student placement programs. These modules are ideal for orientation or teaching in training programs linked with health centers and in interdisciplinary training settings.

The materials address the unique training needs of current and future primary care providers for community-based systems of care, including NHSC sites and community and migrant health centers. It is recommended that the modules be presented by community practitioners who can present the prepared materials while interjecting their own experiences and expertise, ideally past or present providers from Public Health Service (PHS) programs who are comfortable articulating their personal and career values.

Designed as free-standing guides for discussions lasting from 45 minutes to an hour, the modules can be used as a series or case studies can be presented individually. Each module is well suited for one hour of continuing education credit for self study or in training workshops. Each module contains learning objectives, a time schedule for planning the session, an overview of the problem, a learning activity with case studies and questions with suggested answers or role-play exercises to facilitate discussion, an annotated bibliography to provide additional materials to the presenters and/or attendees on the topic, an audio-visual resource list, and handouts/overhead transparencies. Modules address not only clinical issues but also community-oriented primary care that focuses on community health problems as well as professional development topics. Included is a cross-reference index that provides a list of topics and their placement with the module series.

The following is a description of the learning modules:

**The Discussion Leader Guide**—Outlines teaching methods for clinicians with limited experience in leading group discussions.

Developed by Janina Levy, M.P.H., Medical Education Consultant, Chicago, Illinois.

**Adolescent Health**—Provides discussion of office-based health promotion for adolescents, smoking cessation, sexually transmitted diseases, chronic illnesses and suicide among adolescents.

Developed by Richard Kreipe, M.D., Chief, Division of Adolescent Medicine, Children's Hospital at Strong, Rochester, New York.

**Adolescent Pregnancy**—Offers discussion topics on the physical, psychosocial and educational needs of pregnant adolescents, the use of community resources for successful patient management and care of the adolescent family after the baby is born, and prevention of adolescent pregnancies.

Developed by Catherine Stevens-Simon, M.D., Assistant Professor of Pediatrics, Division of Adolescent Medicine, University of Colorado Health Science Center, Denver, Colorado.

**Aging**—Addresses the functional assessment, polypharmacy, dementia, depression and homelessness among the elderly.

Developed by Patricia P. Barry, M.D., M.P.H., Director, Gerontology Center, Boston University, Boston, Massachusetts, and Elizabeth W. Markson, Ph.D., Associate Director, Gerontology Center, Boston University, Boston, Massachusetts.

**Child Abuse, Neglect and Domestic Violence**—Addresses topics of child sexual abuse, child physical abuse, adult survivors of childhood sexual abuse and domestic violence.

Developed by Carole Jenny, M.D., M.B.A., Director, Child Advocacy Protection Team, and Associate Professor of Pediatrics, The Children's Hospital, Denver, Colorado.

**Cross Cultural Issues in Primary Care**—Provides opportunities to discuss cultural competency, ethnocentrism, communication skills, traditional medicine, and environmental and economic conditions affecting health care.

Developed by Robert T. Trotter, II, Ph.D., Chair, Department of Anthropology, Northern Arizona University, Flagstaff, Arizona, and the National Center for Cultural Healing, Reston, Virginia.

**Ethics**—Discusses confidentiality issues such as disclosing HIV status to a partner, ethical issues such as child abuse and coin rubbing, aid in dying and physician-assisted suicide.

Developed by Robert Fost, M.D., Professor, Pediatrics and History of Medicine, Director, Program in Medical Ethics, University of Wisconsin-Madison Medical School, Madison, Wisconsin, and Jerry Menikoff, M.D., J.D., Assistant Professor of Law, Ethics and Medicine, Department of History and Philosophy of Medicine, the University of Kansas Medical Center, Kansas City, Kansas.

**HIV/AIDS**—Provides discussion on prevention, early intervention, management of common opportunistic infections and long-term care.

Developed by William R. Brandon, M.D., M.P.H., Project Director, Delta Region AIDS Education and Training Center, Louisiana State University Medical School, New Orleans, Louisiana.

**Mental Health**—Offers discussion of schizophrenia, depression, perceptions of mental illness, traumatic events, and patient-clinician relationships.

Developed by Stephen M. Goldfinger, M.D., Clinical Director, Massachusetts Mental Health Center, Boston, Massachusetts and Kenneth Duckworth, M.D., Director, Hospital Services, Massachusetts Mental Health Center, Boston, Massachusetts.

**Oral Health**—Provides discussion of oral manifestations of HIV/AIDS, oral cancer, and rampant infant and early childhood caries.

Developed by Herschel S. Horowitz, D.D.S., M.P.H., Consultant, Dental Research and Public Health, Bethesda, Maryland.

**Personal and Professional Development**—Focuses on helping students and residents make decisions about the practice type and community setting, communication, recruitment, team building, and handling stress and other challenges in the health care environment.

Developed by Warren S. Feld, Dr.P.H., M.C.R.P., Consultant, Nashville, Tennessee, Les Wallace, President, Signature Resources, Aurora, Colorado, and Janina Levy, M.P.H., Medical Education Consultant, Chicago, Illinois.

**Substance Abuse**—Provides discussion on chemical dependence as a medical illness, cultural and gender issues in substance abuse, and chemical dependence among health professionals.

Developed by Donnie W. Watson, Ph.D., Director, Cork Institute on Black Alcohol and Other Drug Abuse, Morehouse School of Medicine, Atlanta, Georgia, James F. Calvert, Jr., M.D., Program Director, Cascades East AHEC Family Medicine Residency, Klamath Falls, Oregon, and James Finch, M.D., Medical Director, Addiction Services, Durham County Mental Health, Durham, North Carolina.

**Selecting a Residency Program in an Underserved Community**—A booklet for medical students describing the options for graduate training in community-based practices. Provides guidance on selecting programs with longitudinal training in community-responsive practices. (Not in case study format.)

Developed by American Medical Student Association/Foundation, Reston, Virginia.

A Precepting Guide—A guidebook that outlines the roles and responsibilities for health professions preceptors, students, and faculty in developing, conducting and evaluating a clinical experience in a community setting. (Not in case study format.)

Developed by Janina Levy, M.P.H., Medical Education Consultant, Cook County Hospital, Chicago, Illinois and Sheila Koch, M.M.C., former Project Associate, American Medical Student Association/Foundation, Reston, Virginia.

NHSC: Serving America's Communities—A 15-minute video presentation on primary care practice in underserved communities, highlighting current PHS practice sites and providers. This video can serve as an introduction to the other modules or be used independently to launch discussion on clinical practice in underserved communities.

Produced by Georgetown University Educational Media, Washington, D.C.

## **HOW TO USE AND DISTRIBUTE THE MODULES**

Those interested in presenting an informal program to health professions students and practicing clinicians should review the list of modules and materials available and obtain copies of the materials/case studies they would like to present. The presenter should review The Discussion Leader Guide for specific suggestions on using the materials with students and practitioners. Handouts may be photocopied or overhead transparencies prepared from the materials provided.

## **EVALUATION**

Evaluation forms are provided with each set of modules to be completed and returned by the facilitator to NHSC after presenting the materials. Suggested evaluation forms are also included to provide the facilitator with feedback from the participants on the format and content of the presentation.

## **ACKNOWLEDGEMENTS**

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Gail Allen, National Health Service Corps, Bureau of Primary Health Care, Bethesda, Maryland

Marc Babitz, M.D., Assistant Professor, Department of Family and Preventive Medicine, University of Utah School of Medicine, Salt Lake City, Utah

Lyn Berry, M.D., Primary Care Internal Medicine, Highland General Hospital, Oakland, California.

Barbara Brookmyer, M.D., M.P.H., Division of Medicine, BPHr, Rockville, Maryland

David R. Calkins, M.D., M.P.P., Executive Director, Primary Care Physician Education, University of Kansas School of Medicine, Kansas City, Kansas

James Calvert, Jr., M.D., Program Director, Cascades East AHEC Family Medicine Residency, Klamath Falls, Oregon

Kathy Comisarow, the National Center for Cultural Healing, Reston, Virginia

Brad Deal, M.D., American Medical Student Association, Reston, Virginia

Neal A. Dernby, D.M.D., M.P.H., Director of Dentistry, Lutheran Medical Center, Brooklyn, New York

Scott Early, M.D., Residency Director, Greater Lawrence Family Health Center, Lawrence, Massachusetts

Laura Elias, M.D., former Medical Student, University of Arizona, Tucson, Arizona

Jaime Garcia, M.D., Medical Director, Atascosa Health Clinic, Pleasanton, Texas

Teresa Gipson, M.D., former Medical Student, Georgetown University School of Medicine, Washington, D.C.

Carlos Gonzales, M.D., Family Health Center, Patagonia, Arizona

Karen J. Hallee, Maine Ambulatory Care Coalition, Manchester, Maine

Lane Johnson, M.D., Broadway Family Health Center, University of Arizona, Tucson, Arizona

Kathy Kemle, M.S., P.A.-C., Mercer University School of Medicine, Macon, Georgia

Forrest Lang, M.D., Vice Chair, Department of Family Medicine, East Tennessee State University College of Medicine, Johnson City, Tennessee

Cathy Larsen, R.N., N.P., Camp Hill, Pennsylvania

Darryl Leong, M.D., M.P.H., former Director of Clinical Affairs, National Association of Community Health Centers, Washington, D.C.

Madalyn L. Mann, M.S., Boston University School of Graduate Dentistry, Boston, Massachusetts

Patricia Mayo-Ligon, Tennessee Primary Care Association, Nashville, Tennessee

John McFarland, D.D.S., Plan de Salud del Valle, Fort Lupton, Colorado

Kathleen McNamara, Clinical Affairs, National Association of Community Health Centers, Washington, D.C.

Richard Niska, M.D., National Health Service Corps, Bethesda, Maryland

Cynthia Pascaretti, R.N., N.P., Ulster Park, New York

Peter Sam, M.D., Asian Health Services, Oakland, California

Don Scheid, J.D., Ph.D., Department of Philosophy, Winona State University, Winona, Minnesota

Thomas C. Valley, University of Oklahoma Health Sciences, Bethany, Oklahoma

Chuck Van Anden, R.N., National Health Service Corps, Bureau of Primary Health Care, Bethesda, Maryland

Gary Wiltz, M.D., Teche Action Board, Franklin, Louisiana

Winston Wong, M.D., Public Health Service Region IX, San Francisco, California

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# National Health Service Corps Educational Program for Clinical and Community Issues in Primary Care

## EVALUATION FORM

*Please take a few minutes to complete this evaluation form as your comments will be useful to the National Health Service Corps in their future distribution and utilization plans for the educational modules.*

1. Did you use the materials to facilitate a session? ☐ Yes ☐ No

2. If so, what institution or group sponsored the session(s)?

☐ Educational institution

☐ Local/state/regional organization

☐ Health center

☐ Other, explain \_\_\_\_\_

☐ Professional organization

3. What module(s) and case study/subtopic(s) did you present? (check next to each module that applies and circle the case study/subtopic number)

MODULES	CASE STUDY/SUBTOPIC #				
<input type="checkbox"/> Adolescent Health	1	2	3	4	5
<input type="checkbox"/> Adolescent Pregnancy	1	2	3	4	5
<input type="checkbox"/> Aging	1	2	3	4	5
<input type="checkbox"/> Child Abuse, Neglect and Domestic Violence	1	2	3	4	5
<input type="checkbox"/> Cross Cultural Issues	1	2	3	4	5
<input type="checkbox"/> HIV/AIDS		1	2	3	4 5
<input type="checkbox"/> Mental Health	1	2	3	4	5
<input type="checkbox"/> Oral Health	1	2	3	4	5
<input type="checkbox"/> Personal and Professional Development	1	2	3	4	5
<input type="checkbox"/> Substance Abuse		1	2	3	4 5

(survey continues on other side)

4. How many people attended? ☐ 0–10 ☐ 11–20 ☐ 21–30 ☐ 31–40 ☐ Other: \_\_\_\_\_

5. What was the discipline and specialty of the majority of the attendees? (check all that apply)

☐ Nursing ☐ Mental health ☐ Physician assistant ☐ Dental  
☐ Medical ☐ Pediatrics ☐ Internal medicine ☐ Family Medicine  
☐ Other: \_\_\_\_\_

6. Where did you obtain a copy of the materials?

☐ Educational institution ☐ PHS regional/national office  
☐ Area Health Education Center ☐ State primary care association/state office  
☐ Health Center ☐ American Medical Student Association  
☐ Other: \_\_\_\_\_

7. Did you use the *Discussion Leader Guide* to help facilitate the session?

☐ Yes ☐ No

8. Do you plan to use the modules in the future? ☐ Yes ☐ No

*Please indicate your level of agreement with the following statements by circling the appropriate numbers. 4= Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree*

		SA	A	D	SD
9. The materials were easy to use.	4	3	2	1	
10. The case studies were realistic.	4	3	2	1	
11. The case studies were interesting.	4	3	2	1	
12. The length of the session was appropriate.	4	3	2	1	
13. Participants' reaction to the presentation of the materials was positive.	4	3	2	1	
If not, explain their feedback:					
14. The materials were relevant and useful in teaching students and other clinicians about primary care in community-based practice.	4	3	2	1	

15. How could the materials be improved, especially in light of today's technology?

Promotion and Distribution: \_\_\_\_\_

Presentation/format/packaging: \_\_\_\_\_

Content: \_\_\_\_\_

*Please return the completed form to the American Medical Student Association Foundation, 1902 Association Drive, Reston, VA 20191-1502. Thank you very much for your feedback.*